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A survey of American history textbooks used in Michigan schools concludes that they are "very seriously deficient" in their treatment of minority groups, particularly Negroes. This review of textbooks is mandated by the Social Studies Textbook Act passed by the legislature in 1966 which requires an annual random sampling to ascertain how fairly these books recognize the achievements and accomplishments of ethnic and racial groups. Evaluation guidelines deal with historical accuracy, realistic treatment of accomplishments and contributions of minorities, the concept of "race," and the tone of the text. Professional historians assessed 12 recent texts, all of which are criticized, although none are cited specifically. (NH)

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MICHIGAN DEPARTMENT OF EDUCATION July 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A REPORT ON

THE TREATMENT OF MINORITIES IN AMERICAN HISTORY TEXTBOOKS

State Board of Education

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FOREWORD

For the past year the State Department of Education, assisted by an advisory committee, has been carrying out its responsibilities under the Social Studies Textbook Act (Act 127, P. A. 1966). This Act requires: (1) local textbook selection authorities to select social studies textbooks which fairly include the achievements and accomplishments of ethnic and racial groups and (2) the State Superintendent of Public Instruction to make an annual random survey of social studies textbooks in use in the schools of the state to determine the degree to which these textbooks meet this objective.

In summary, this first survey concludes that social studies textbooks in use in Michigan schools--as represented by the American history textbooks reviewed--are very seriously deficient in their treatment of minorities in general and Negroes in particular. In view of this finding, this report includes recommendations for remedial action by those involved in the textbook development and selection process--teachers, school administrators, school boards, textbook publishers, and teacher-education institutions. On July 10, 1968, the State Board of Education unanimously adopted this report and its recommendations and urged us to distribute it widely.

Under Michigan law, responsibility for textbook selection rests with local school authorities. In an effort to assist them in obtaining social studies textbooks that more adequately meet the standards set forth in the Social Studies Textbook Act, this report includes suggested guidelines which, with intelligent application by those involved in the selection process, can result in the use of textbooks that more nearly meet not only the letter but also the spirit of the Social Studies Textbook Act. At a time when the need to root out discrimination and segregation and their harmful effects is urgent, textbooks and other instructional materials that fairly recognize the achievements and accomplishments of ethnic and racial groups can make a positive contribution to this end.

Though some efforts have already been made to correct the conditions revealed in this report, much more remains to be done. We urge all of those involved in textbook preparation, distribution and adoption to exercise leadership, initiative and ingenuity so that the social studies textbooks and other instructional materials used in Michigan schools will more adequately prepare our students for life in a multiethnic, multiracial world.

Ira Polley

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STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

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June 18, 1968

Dr. Ira Polley
Superintendent of Public Instruction
Lansing, Michigan

Dear Dr. Polley:

Almost a year ago you requested our assistance in carrying out your responsibilities under the Social Studies Textbook Act. You asked us to: (1) develop standards against which social studies textbooks in use in Michigan schools could be reviewed, (2) establish procedures for a fair and impartial evaluation of these textbooks, and (3) review the report of the random survey of these textbooks required by the Act.

This task turned out to be more complex than we had anticipated. Original information had to be obtained about the social studies textbooks in actual use, decisions had to be made about which textbooks could be classified as being in the field of social studies, and professional assistance had to be obtained to review the textbooks selected.

As a Committee, we have met more than 20 times, with many of these meetings being full day sessions. Although a sense of urgency has permeated our work, we believe that the product which we present to you represents a fair, equitable and sound appraisal.

Our Committee activities have led us to conclude that the social studies textbooks in use in Michigan schools--as represented by the American history textbooks reviewed--are very seriously deficient in their treatment of minorities in general and Negroes in particular.

The need to root out discrimination and segregation is urgent. It is imperative for every American to develop an awareness of the insidious nature of institutional racism. Social studies textbooks that do not fully recognize the contributions of minority groups impede the development of a school curriculum that addresses itself to this urgent need. Further, while the inadequacies of these textbooks disturb us, we are even more disturbed by a system which results in the preparation and distribution of textbooks that fall so far short of what we consider to be reasonable standards.

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In view of our findings, we urge you, as a matter of first priority, to ask all Michigan school authorities to evaluate the American history textbooks currently in use in their schools, using the criteria presented in the guidelines developed by our Committee. We also believe that these guidelines will give publishers a clear idea of the standards which we in this state expect these textbooks to meet.

This Report includes the guidelines developed by our committee, an analysis of the American history textbooks which were surveyed, and recommendations for further action to implement not only the letter but also the spirit of the Social Studies Textbook Act.

Our service on the Social Studies Textbook Advisory Committee has been an extremely rewarding one. We have become even more aware than we were before of the urgent need for improving our instructional materials, not only in the social studies, but in all curricular areas.

This report would not have been possible without the assistance of the Departmental staff who have worked with us throughout the year. In each phase of our work, they have been invaluable, and we wish to express our appreciation to them.

/s/ J. W. Menge, Chairman

/s/ Hazel M. Turner, Vice Chairman

/s/ John Armstrong

/s/ Robert L. Green

/s/ Richard Lobenthal

SUMMARY OF REPORT

The Michigan Legislature in 1966 passed the Social Studies Textbook Act which requires the Superintendent of Public Instruction to make an annual random survey of social studies textbooks in use in the state in regard to the degree to which they fairly include recognition of the achievements and accomplishments of ethnic and racial groups. A five-person committee was appointed by the State Board of Education, on the recommendation of the State Superintendent of Public Instruction, to assist in fulfilling the requirements of the Act.

The Committee first identified representative American history textbooks in widespread use throughout Michigan and submitted these to a group of historians for review in terms of the standards established by the Act. The historians found the textbooks to be inadequate when evaluated by these standards and in terms of their own professional judgment. The reviewers noted errors of both omission and commission, an avoidance of nearly everything controversial, and a reliance on outdated historical research. As one of the historians put it, the treatment of the Negro in the history textbook he reviewed "exemplifies everything that must infuriate the . . . Negro." Although the focus of this phase of the study was the Negro American, the findings apply similarly to other minorities as well. In short, these reviews, when taken together, in the Committee's opinion, constitute a severe indictment of the American history textbooks that are in widespread use in the schools of Michigan in the fall of 1967.

At this juncture in our history, when it is necessary for every American to develop new attitudes, new understandings, and a new commitment to the rooting out of discrimination and segregation, the Advisory Committee makes it clear that there can be no question that the serious deficiencies of the textbooks in this regard represent a formidable obstacle to the development of school curriculums that reflect this society's pluralism and its multiracial and multiethnic character.

To implement the requirements of the Act, the Committee developed a set of guidelines for evaluating social studies textbooks with regard to their treatment of racial and ethnic minorities. These guidelines, which are a part of the Report, address themselves to: (1) historical accuracy, (2) realistic treatment of the accomplishments and contributions of minorities, (3) the concept of "race," and (4) the total tone of the textbook.

It has been made clear in the Report that the local and intermediate school districts of the state can and must exercise leadership and initiative in instituting measures that will result in the use of instructional materials and textbooks that will contribute positively toward the understanding of our multiracial, multiethnic history. Further, the selection and use of social studies textbooks that fairly recognize the achievements of ethnic and racial groups is relevant to <u>all</u> of the school districts of the state--not just to those that have minority group members in their student populations.

Specifically, the following courses of action have been recommended:

Local boards of education should:

1. Review textbooks now in use in terms of the criteria presented in the Guidelines and discontinue the use of those publications that fall far short of these standards.

2. Adopt and implement local policy statements of commitment to the purchase and use of textbooks and other instructional materials that adequately and accurately include the achievements and accomplishments of Negroes and other minorities.

3. Begin or expand efforts to prepare staffs for the task of evaluating and choosing textbooks and other instructional materials in respect to this area of concern.

4. Overcome in part the present inadequacies of American history textbooks by using other instructional materials that more nearly meet the standards suggested by the Guidelines.

5. Limit the adoption period for social studies textbooks so that students will be using more recent editions, which may more adequately meet the standards of the Guidelines.

6. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.

The State Department of Education should:

1. Encourage the development of more adequate textbooks by submitting to textbook publishing companies copies of this Report with the specific request that these findings be used in preparing new American history textbooks.

2. Provide more assistance to local districts in the selection and use of textbooks and supplemental instructional materials dealing with the accomplishments and contributions of Negroes and other minorities.

3. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.

4. Review textbooks in other curricular areas to determine the progress being made in achieving fair treatment of Negroes and other minorities.

Teacher-education institutions should:

1. Develop or expand existing programs that will prepare future teachers not only to become more familiar with instructional materials that adequately present the contributions and accomplishments of minorities, but also to better understand the nature of our society's multiethnic, multiracial nature, both today and in the past.

The task before us is an urgent one. Even though some efforts have already been made, much more remains to be done before textbooks in this state can be considered to be adequate. All of us have a responsibility for correcting the conditions discussed in this Report. By taking affirmative action, we can better prepare all American youngsters for life in a viable society.

CHAPTER I

BACKGROUND AND INTRODUCTION

Textbooks used by students on all grade levels have been criticized for their failure to reflect accurately the pluralistic nature of our multiracial, multiethnic society. The critics have asserted that textbooks do not do justice to the contributions that minorities have made to our society throughout its history, nor do they adequately suggest the current struggle that minority peoples are engaged in to gain the human rights guaranteed to them in the Constitution. Textbooks have been particularly open to criticism from the black community for their failure to include adequate treatment of the Negro's role in our society--both in the past and today; and such textbook studies as the one conducted by the California State Department of Education in 1964 support the critics who have charged that textbooks do not do justice to Negroes. The California report concluded: ". . . the greatest defect in the textbooks we have examined is the virtual omission of the Negro."

In 1966 the 73d Legislature of the state of Michigan addressed itself to the problem of inadequate treatment of minorities in textbooks, and in Act No. 127, it directed the State Superintendent of Public Instruction to survey the social studies books currently in use in the state in order to determine whether or not they included recognition of the achievements and accomplishments of ethnic and racial groups. The State Board of Education, on the recommendation of the State Superintendent of Public Instruction, appointed a five-person advisory committee to conduct the survey and to develop standards for reviewing social studies textbooks in regard to this critical area.*

The Advisory Committee began its work in the summer of 1967. It first decided to focus on the Negro American, at least for the initial report; and it determined, too, that rather than attempt to include in the study all of the social studies areas, it would concentrate on the area that seemed to be most germane to the intent of the legislation--American history. The Committee decided that its work would include two essential parts: first, a review of textbooks actually in use in the state and, second, guidelines for use in selecting history textbooks.

*The Advisory Committee members were: Dean J. W. Menge, College of Education, Wayne State University, Chairman; Dr. Hazel M. Turner, Director of Pupil Personnel, Ann Arbor Public Schools, Vice-Chairman; Mr. John Armstrong, Social Studies Teacher, Kalamazoo Public Schools; Dr. Robert L. Green, College of Education, Michigan State University; and Mr. Richard Lobenthal, Michigan Director of the Anti-Defamation League of B'nai B'rith, Detroit. In addition, several staff members of the Department of Education served with the Committee. They were: Mr. Vence Bonham, Mrs. Noreen Gentry, Mr. Benjamin Hamilton, Mr. Marvin Tableman, and Dr. Robert Trezise.

In order to review the American history textbooks in use in the state, the Committee conducted a survey to ascertain the textbooks in most widespread use in the state. The twelve books that were in greatest use were thus identified, and these were sent for critical appraisal in regard to their treatment of minorities to six professional historians in various parts of the country, two different books being sent to each historian. These six historians had been identified for the Committee by a group of distinguished historians specializing in American history.* The critical reviews of these twelve very widely used textbooks confirmed the Legislature's apparent doubts concerning the adequacy of the textbooks in use in the state, at least from the standpoint of their treatment of Negroes and other minorities. A summary of these reviews appears in Chapter III of this Report.

The Superintendent had made it clear in his charge to the Committee that simply to present a report on American history textbooks would not be sufficient to fulfill the purpose of the task, but that it should also develop standards for reviewing social studies textbooks. In order to carry out this second, and perhaps major, charge, the Committee members prepared a set of guidelines that would set a standard of excellence by which American history textbooks could be evaluated. Such guidelines could not only be used by textbook adoption committees as criteria for judging books in this regard, but also it was hoped that they would be seen by publishing houses as a description of the kind of American history book that educators in the state of Michigan are seeking. After a great deal of study, discussion, research, and revision, the Committee completed the guidelines, and they are presented as a major section of this Report. The Committee realizes that at present probably no American history textbook fully meets the standards suggested by the guidelines, although undoubtedly some of the current textbooks measure up to the guidelines better than others. However, it is hoped that within the next few years, partially as a result of this Report, all American history textbooks in use in Michigan will more satisfactorily meet the requirements of the guidelines. In addition, the Committee hopes that the Report will have a very definite effect on the quality of all textbooks, not only in the area of American history, but in the other curriculum areas as well.

*A more complete description of the legislation and the Committee's activities will be found in the Appendix.

CHAPTER II

A SUMMARY OF REVIEWS OF AMERICAN HISTORY TEXTBOOKS IN REGARD TO THEIR TREATMENT OF MINORITY GROUPS

Introduction

One of the Committee's tasks was to survey social studies books in use in Michigan in regard to their treatment of minorities, and for this phase of their work, they chose to examine twelve of the most widely used American history textbooks. These twelve books were given to six professional historians to review (Each historian reviewed two books.), and this chapter presents an analysis of the historians' reviews of these very widely used books. This part of the Committee's work has been particularly useful to the members, since the reviews have been of great value in the development of the guidelines that are presented in Chapter III. These findings, it might be said, very much justify the need for the Guidelines.

General Findings

One of the professional historians chosen to review the American history textbooks for this study said that one of the textbooks he analyzed "exemplifies everything in American education that must infuriate the . . . Negro," and another of the historians says that "the treatment of the Negro in this text is inadequate and often misleading." It may be startling to find such harsh judgments being made about two textbooks that are in very widespread use in the state of Michigan, but it is even more startling to discover that similarly negative statements are made about virtually all of the American history textbooks included in this study--books that are, it must be remembered, the most widely used throughout the state. Indeed, there is no question that when the historians are asked to make an appraisal of American history textbooks in regard to their treatment of minorities, and particularly in regard to their treatment of Negroes, their over-all judgment is sharply critical, even to the point of condemnation.

That is not to say that the historians did not have some favorable comments to make about the books they reviewed, or that they judged them all to be equally inadequate. As a matter of fact, the books were often praised for their "splendid assortments of maps," "rich illustrations," and "clear and simply written prose." Further, the reviewers often found that textbooks that were weak in some areas or in dealing with one phase of American history were much better in other areas. But even when the reviewers find elements to praise, these favorable comments are often attenuated by "but

on the other hand" qualifications that follow. Thus, in spite of the favorable descriptive phrases that one finds in the reviews, such as "excellently handled," "a good account," "academically acceptable," and "adequate," there is no question that negative phrases predominate in these reviews: "misleading," "shockingly casual," "a disembodied abstraction," "incredible statement," "very bad, indeed," "infuriating, "glaring omissions," "gross distortion," "travesty on history," "extremely scanty," "a glossing over," "superficial," "inadequate," "bland oversimplification," "grossly deficient," "abysmal failure," etc.

Perhaps the most serious indictment that can be made against the books that were reviewed is that they are historically inaccurate. This inaccuracy takes a number of different forms. These will be discussed in the sections that follow.

Historical Inaccuracies That Result from Errors of Omission

In 1964 a group of historians examined American history textbooks used in grades five and eight in the state of California, and in their report these historians said that "the greatest defect in the textbooks we have examined is the virtual omission of the Negro . . . . The Negro does not 'exist' in these books." The historians who examined the history textbooks in this study reached a similar conclusion; that is, perhaps the most frequent kinds of errors made by the authors in preparing these textbooks are errors of omission. In a number of the textbooks, the Negro is indeed what Ralph Ellison has called "The Invisible Man;" and in other books, while there may be a brief mention made of some aspects of the black man's role in our history, these treatments are strictly perfunctory and quite inadequate. The historians' reviews abound in illustrations of this point. One reviewer says:

> Both (books), for example, are shockingly casual about one of the most momentous events in our history, the establishment of slavery in the English colonies. One book allots a single paragraph to this subject, less than is devoted on the same page to the New England fishing industry. The other book gives two paragraphs to the first two hundred years of slavery in America.

And further:

> After Reconstruction, the Negro largely disappears--we are told simply that they "were handicapped by lack of economic and educational opportunities."

Another historian says:

> The Negro is virtually absent from colonial society. Two paragraphs explain that slaves

> gradually replaced the identured servants as the main work force on Southern plantations. . . . There is no description of working and living conditions for slaves, nor is it noted in descriptions of education and social mobility in the colonies that the slave was a conspicuous exception to the generalizations made.

The same reviewer says that the unit covering the Civil War and Reconstruction "is very poor both as general history and as a specific treatment of the Negro and slavery." And he goes on to say:

> In the few paragraphs describing slavery, the student would never learn that slaves were not taught to read, and that they were bought and sold like cattle, that they often suffered corporal punishment. Three paragraphs on Harriet Tubman and Frederick Douglass show that at least these two opposed slavery, but one wonders what it was they objected to.

And:

> The treatment of the Emancipation Proclamation gets short shrift; less space is devoted to it than to a discussion of the work of Mathew Brady . . . .

Omissions, of course, lead to distortion and misconceptions, as the following makes clear:

> For example, on (one page appears) the incredible statement that "The work of rebuilding and repairing fell mainly upon the white Southerners, many of whom lost their fortunes in the war." Negroes, we are to assume, I suppose, didn't work, didn't become sharecroppers, didn't grow cotton.

And:

> There is nothing on the education of the Negroes (except a misleading paragraph on the formation of Negro colleges).

And:

> Here, as elsewhere, violence against Negroes hardly appears.

And:

> There is nothing on the black codes, the KKK, white supremacy, poverty, and the other problems that plagued the Negro in the South after the Civil War.

This reviewer continues to say:

> This ignoring of the plight of the Southern Negro is matched by a silence concerning his position in the North. The problems of urban living conditions and poverty are mentioned briefly in two places, but there is no mention of the Negro in this context. Discrimination, segregation, the Civil Rights movement, lynching, etc., are completely absent.

Another reviewer speaks of the "scantiest possible account of the role of Negroes during the Reconstruction" and "of the impact of the subsequent white rule upon Negroes;" and another reviewer discusses "the glaring omissions" that "make the book as a whole a gross distortion of the American past." This historian says, "Here is a book that purports to introduce children to their country's heritage without mentioning slavery in America in a meaningful way." And he continues:

> Not only does this book ignore slavery as an economic institution, it spares its tender readers an account of what it meant to be a slave. This is of critical importance, for to describe the realities of slavery is to give the first dim insight into the structure (and problems) of the Negro today. Seven year olds . . . <u>can</u> grasp this. At the very least, it should be pointed out that Negroes were not permitted to marry and that it was a practice in many parts of the Upper South . . . to sell youngsters to plantation owners in the Lower South--to tear them away from their mothers and to sell brothers and sisters into different families.

And:

> Nor is that all. The author discusses the Civil War. . . without once mentioning slavery. Only inadvertently (in the section on Mary Bethune) does he mention Abraham Lincoln and emancipation.

This reviewer goes on to say:

> Here, finally is a textbook on American history that describes the splitting of the atom in a way that seven-year-olds can understand but fails to mention the desegregation decision of 1954. Even worse, it is a book which treats World War II without mentioning Adolph Hitler or the Nazi persecution of the Jews. If a seven-year-old can comprehend the splitting of the atom, he can understand the meaning of genocide.

Another reviewer's comment:

> The treatment of the Negro after 1877 is so brief as to tell almost nothing. King and Bunche are mentioned as leaders, but I could find nothing about the civil rights movement. In short, for this book--a low mark.

Another book is criticized for its hit-or-miss approach to covering various events and persons:

> Consider these examples. The crucial program of "forty acres and a mule" at the end of the Civil War is casually waved aside in a single sentence. McGeorge Bundy is mentioned, but Ralph Bunche is not. Babe Ruth is mentioned, but Willie Mays is not. Cassius Marcellus Clay, meaning the Kentucky antislavery man of that name, gets more space than Frederick Douglass, while the Cassius Marcellus Clay who became Mohammed Ali is not mentioned at all. In this connection we should ask whether any book that almost entirely ignores athletics can justly treat the achievements of American Negores.

There seems to be no question, then, that the historians who reviewed these books find them erring seriously in the area of omissions. Negroes as individuals are too often missing from the pages of these books, and the plight of Negro Americans as a group is scarcely touched upon. Even in those sections of the books that deal with events that very much involve Negroes, such as the Civil War era, they receive scant and inadequate treatment. They are, indeed, victims of neglect and virtual omission, as these reviewers point out.

Historical Inaccuracies That Result From Errors of Commission

The historians who examined these textbooks cite a great many examples of what might be called "errors of omission," but as one of the reviewers said of the books he analyzed, they contain "errors of both omission and commission," and another historian says of one of the books he reviewed that it is more than simply misleading--it is also incorrect. Thus, in considering the ways in which these American history textbooks deal with minorities--and particularly Negro Americans--it must be said that errors come not only through omissions, but also through commission.

For example, onehistorian quotes a textbook: "Planters are quoted as noting that they (Negroes) are good workers: 'They don't seem to mind the hot sun. Let's get more of them.'" As the reviewer goes on to point out, one could imagine a Virginia planter saying such a thing, but the fact that the text does not comment on the statement implies that the planter's statement is a simple statement of fact. Another historian says that the textbook describes slaves on a tobacco plantation "shouting and singing at their work." Again, there is no further comment, and that they may be shouting with

pain is not noted. And another historian mentions that in the teacher's edition of a textbook, it is suggested that the students sing spirituals "to illustrate one of the happier aspects of plantation life." As the historian comments, this gives the distinct impression that to the slaves the source of spirituals was happiness, which is patently erroneous.

The reviews refer to many such errors of commission. One historian says that one of the textbooks actually gives the impression that the recent gains made by Negroes has been so great that their present dissatisfaction is unwarranted; and another says that the textbook gives the impression that "good whites were responsible for their (Negroes') progress." In short, the reviewers find that these textbooks create erroneous impressions not only through what they do not say, but also what they do say.

Avoidance of The Controversial

One of the aspects of the American history textbooks that was frequently criticized by the reviewers was their avoidance of nearly all topics that could be considered controversial. As one reviewer said of the books he analyzed, their attempt to "eschew controversy" constitutes "their most glaring weakness." And he goes on to say:

> Sharp political and economic controversies are sometimes entirely ignored; usually, however, they are understated. As a result, what could be exciting history becomes bland and tedious . . . . In instances where controversy might be introduced, events are either ignored or treated in a manner which avoids the controversy. . .. Another way in which the book avoids controversial matters arises from its virtually uncritical treatment of the American past. Seldom, it would appear, did Americans make mistakes and when they did, they quickly saw the error of their ways. Perhaps if the authors were not so uncritical and were not such pollyannas, young people would be less complacent when they left high school.

And another reviewer says of the books he examined:

> I noted in both books an attempt to avoid serious consideration of controversial topics, especially on contemporary matters which have contemporary significance. I suppose this is the most discreet thing to do when authors hope to have their books widely adopted by local boards of education. However, such actions are not, in my opinion, in the best interests of education. Presumably, young people are being urged to read the newspapers and become aware of problems around them. Certainly school work should help them to do these things.

> Yet, if his textbooks ignore these problems, a perceptive young person can hardly be blamed for doubting the relevancy of his formal education.

And a final quotation from another reviewer illustrates this point:

> The glaring omissions in this work make the book as a whole a gross distortion of the American past. By ignoring <u>everything</u> that was unfair, unpleasant, exploitative, it falls incredibly short of meeting (the) . . . considerations due to all required ingredients of acceptable textbooks.

It appears to be clear, then, that the historians who studied these textbooks that are in wide usage in the state of Michigan found that generally they avoid the unpleasant and controversial and thus give an erroneous and inaccurate picture of our past. To quote one of the reviewers, ". . . such neutrality, because it is misleading, becomes bad history."

<u>Absence of the "Human Element"</u>

In discussing the plight of the Negro in American history, the historians in this study say that it is imperative to put this part of our past in very human terms. That is, youngsters should learn what effect the injustices Negroes experienced had on their individual lives. However, the reviewers found that this approach was lacking in the books they examined. One reviewer says that while one of the textbooks he analyzed gave a "good account of the actual life of the slave," the other book touched on slavery "only as a kind of disembodied abstraction." Another reviewer says of one of the books he analyzed:

> There is nothing (in it) on the way in which slaves were captured, the horrors of the middle passage, or the methods of "seasoning" slaves in the new world.

And the same reviewer says this of another book:

> There is no mention of corporal punishment, nor is there anything about slave revolts, runaways, etc. The slave trade is mentioned in passing, (and) there is a drawing of Lincoln looking at a group of slaves in chains. The reader is told that "the sight made him very sad and he never forgot it," but the reasons for his sadness are not explained. There is no mention of the breaking up of families or of the hardships of the slave trade.

Another reviewer's comment:

> This brings me to my most general criticism. At least (one of the textbooks) tries at times to get

> inside the actors of the past, to ask what did an event <u>feel like</u> to the participants, to put some emotional tone or effect into a historical episode. But (the other book indicates) that any effort in this direction is a departure from "true" objectivity. I hope I am not an obtuse reader, and I can say with precision that to me at least (this book) did not communicate any real enthusiasm for a single Negro in 350 years of the American past. This quality . . . will doubtless annoy or even infuriate more than one reader.

And:

> In treating colonial slavery solely from an economic perspective, the author lapses into seeing it solely through the eyes of white slaveholders. For slaves, the institution was a way of life, not merely a solution to an economic problem.

Treatment of the Current Civil Rights Movement

The reviewers felt that the textbooks' treatment of the current Civil Rights Movement--and the background to this--was seriously lacking in any detail or depth. One reviewer makes clear how the lack of any detail results in historical distortion:

> Consideration of the status of the post Civil War Negro is put off until the final pages of the book. The 1954 Supreme Court decision ordering desegregation of schools is considered briefly. Ending segregation, the authors note, created "problems." In places, they explain, "the process has moved slowly, and in a few instances trouble has arisen." The lack of details combined with the gross understatement about trouble, is more than misleading; it is simply incorrect. The 1957 and 1960 Civil Rights Laws are mentioned and their provisions outlined briefly, but there is no explanation of why they were needed, of the nature of the political conflict surrounding their passage, or of their results.

And:

> One section deals with the problem of Civil Rights for Negroes. Segregation in the South and the Northern migration are described as are the contributions of leading Negroes in the arts, education, sports, and the professions. The section ends with a discussion of the contemporary Civil Rights movement

> and explains the positions of leading Negro spokesmen such as Martin Luther King. Although fairly presented, the discussion lacks an important dimension because the student is never given a full explanation of what Negroes are fighting against. Poverty, the detrimental effects of ghetto life, poor schools, job discrimination and the like are barely mentioned. Here, as elsewhere, violence against Negroes hardly appears.

Another reviewer says:

> We next pick up with the 1940's with a reference to Negro migration to Northern cities. Then comes a fairly full treatment of the civil rights laws and decisions of the Truman-Eisenhower era. But there is no indication that any of these developments came from anything that Negroes did. The impression is that good whites were responsible for the progress. The NAACP is not cited (although it is named in a table of chronology as being founded), nor is Roy Wilkins mentioned. Curiously, in the account of civil rights in the Kennedy years, the Negroes suddenly appear as pressing for rights.

And:

> The material about the NAACP, et cetera, is acceptable in a superficial sense. But unless it is coupled with a compelling description of the ghetto, the Negro's matriarchical heritage, the refusal of post-Reconstruction society to educate him, et cetera, it is little more than a gloss. If, to repeat, we are both to understand and resolve the problems our society faces today, we have simply got to make the coming generation intelligently aware of the forces responsible for the problems. This book does not do that as effectively as it might. (Nor, I would argue, is either the intelligence or the age level of the readers at issue. Children of almost any age can develop values, and children of almost any I.Q. can also develop them. The failure to face matters realistically cannot, therefore, be rationalized.)

Another reviewer says that one author "even implies that recent gains by Negroes have been so great that their present dissatisfaction is unwarranted."

In dealing with the current scene, then, the reviewers say that the textbooks suffer from seriously damaging omissions and superficial discussions that actually distort and mislead.

Reliance on Outdated Historical Research

The historians who reviewed the textbooks found that not only do they omit significant information about the Negro's role in American history, but they also present material in the textbooks that is based on historical research considered outdated by modern historians. For example, one reviewer says:

> The basic defect apparently is that the book is hopelessly out of date. It presents the view of American history that prevailed in the 1920's and 1930's. Even the bibliographies are antediluvian. This is especially apparent in the treatment of post-Civil War Reconstruction. To find almost nothing on the constructive side of Radical Reconstruction at this late date is really amazing.

Another reviewer also mentions the lack of attention to current research:

> The most obvious deficiency is the treatment of Reconstruction. The authors seem to be aware of the new scholarship in this field, but their writing does not reflect it fairly. Through errors of omission and commission, they convey the impression that Reconstruction was more repressive and considerably less constructive than it actually was.

And another historian's comment:

> The treatment of Reconstruction is in part inaccurate and reflective of an older view.

And still another reviewer's comment:

> Neither of these books makes any substantial use of the several good recent monographs of the Negroes in various Southern states in the late 19th century.

Thus, not only do the reviewers find that these textbooks present historical accounts that are inadequate through their failure to cover events fully enough, and through omission thereby distort the past, but also even the material that is presented is marred by reliance on outdated research evidence.

Absence of Moral Stand

The scholars who took part in the California study of American history textbooks said that the books they examined were characterized by "blandness and amoral optimism." The historians in this study also find that the books they examined do not seem to take any kind of moral stand on any issue, even when such a stand would be clearly consistent with democratic values. One

reviewer says that the authors of one of the books he examined "apologize for the slave trade in relativistic terms" and that in the book's discussion of the issue of slavery, it is discussed in every case as a political problem--never as a moral issue. And this reviewer continues:

> Abolition appears in a section devoted to reform movements. The treatment is brief, objective, and completely amoral and concludes with the bland statement that "It was clear that the North and South disagreed about slavery." The lack of a moral stance here contrasts sharply with a criticism of conditions in jails. Even if the authors felt it incorrect to condemn slavery, they could have presented the pro and antislavery arguments in more detail so as to allow the student to make a moral judgment of some kind.

And again:

> There is nothing here. . . on the tragedy of slavery; no moral stance at all concerning the institution. Nor can this be dismissed as a need for objectivity. The authors assume a moral stance on other issues--American opposition to the English during the Revolution; Texas opposition to Santa Anna; the American position on World War I and in the cold war; etc.

And:

> The treatment of reconstruction is bland and uninspiring. Some scalawags and carpetbaggers were good and some were bad; the KKK sometimes used violence, but sometimes they didn't. Finally, reconstruction ends. "Now that most white Southerners were able to vote, they gained control of their state governments. Scalawags and carpetbaggers fell from power, and Negroes disappeared from state offices." There is no concern expressed by the authors about this development; indeed, there is no evaluation at all. The obvious implication, however, is that this was good; or, at least, it was not bad.

In these reviews, only once is mention made of a book taking a definite moral stand ("Slavery is explicitly condemned."), but for the most part, these historians find case after case of what one reviewer refers to as "moral neutralism."

Treatment of Other Minority Groups

Although the main focus of the reviews was the Negro, the reviewers also discuss other groups of people who are frequently neglected in textbooks; and in the main, what has been said in regard to the treatment of Negroes, applies to these peoples as well. Perhaps most frequently discussed are the immigrants. In general, the reviewers say that the textbooks almost completely gloss over the frequent discrimination and abuse that many immigrant groups received. The one book that seemed to deal with some degree of adequacy with the Negro does not, says the reviewer, "for some unfathomable reason, deal with the great immigration of the early 20th century and that impact that it has had on modern America at all." Another reviewer says that while the concept of "the melting pot" appears early in the book, it emphasizes only the attraction of the United States, but gives "only the vaguest hints of some of the problems faced by the masses of immigrants." And he continues:

> (The textbook) hides the problems of nativism and xenophobia, a part of American life which, if considered, would add an important dimension to the discussion of the melting pot.

The reviewers also make considerable mention of the lack of treatment in the textbooks of any discussion of religious intolerance and their failure to give anything like an adequate picture of the dire condition of the American Indian. Speaking of the virtual exclusion of any discussion of Jews in American history, one reviewer says that there is "no mention whatever of the persistent discrimination against Jews," and another reviewer points out that one of the books he examined did not so much as contain the word "Jew" in the index. The reviewers also often mention that the labor movement in the United States is very much neglected in these books; or, to use one reviewer's statement: "the treatment of the labor movement (is) grossly deficient."

Conclusion

It is apparent that the historians who reviewed these textbooks found much to be critical of in them. Through errors of both omission and commission, through their avoidance of nearly everything of a controversial nature, through their reliance on outdated and even antediluvian historical research, and through their inadequate treatment of the current Civil Rights scene and the backgrounds to it, these books, say the reviewers, are historically inaccurate, misleading, and distorted. Further, these reviewers tell us that they are bland and dull as well and are lacking in any attempts to depict the history of the Negro American in regard to such American values as the dignity and worth of the individual, the inviolability of the human personality, and the belief in justice and equality of opportunity. These reviews do indeed constitute a severe indictment of the American history textbooks that are in widespread use in the state of Michigan, and undoubtedly in other states as well.

CHAPTER III

GUIDELINES FOR EVALUATING SOCIAL STUDIES TEXTBOOKS IN RELATION TO THEIR TREATMENT OF RACIAL AND ETHNIC MINORITIES PARTICULARLY NEGRO AMERICANS

Historical Accuracy

The first consideration in any evaluation of American history textbooks is their historical accuracy. In other words, if a textbook does not give to the student an accurate picture of historical events, it cannot be considered acceptable. But even though all would agree that a textbook that gives an inaccurate picture of the past should not be used with students, there may be somewhat less agreement on the precise meaning of historical accuracy. Hence, at the outset it is necessary to examine this critically-important concept.

There is a commonly held assumption that anything that appears in books, especially textbooks, must be true. But in many cases where textbooks have been found to be generally unacceptable and to deal inadequately with minority populations, their authors have simply erred in the facts--they have failed to examine their factual data rigorously enough and have, therefore, presented an erroneous content. And in regard to Negro Americans in particular, the question of historical accuracy is especially relevant. Myths concerning Negroes have been passed along as historical facts for so many generations that the reviewer must make a special effort to make certain that the "facts" presented in the text are indeed facts. Thus, on one level, historical accuracy is a matter of presenting the correct facts.

Facts, of course, are not history; and the 19th Century idea that a completely objective, factual history exists--or can exist, if the historian merely "sticks to the facts"--has long since been repudiated by professional historians. Facts are simply the raw material of an historical account. Thus, even if the historian is factually accurate, this does not mean that what he writes will necessarily be judged to be good scholarship by professional historians. In other words, history is more than factual accuracy; and though there may be serious and frequent errors in factual content, even greater shortcomings of textbooks are found in the selection, organization, and interpretation of facts. For in the ordering of the facts, in the choosing from the vast numbers of facts the ones to be included so as to give a fair and representative picture of an historical event, in designing of the total context in which the facts are presented, in determining the point of view from which the facts shall be shown, and in deciding which facts should be given greater "play" in relation to others--these are the areas in which those who write history textbooks may most often err in regard to historical

accuracy. Thus, even though the facts presented are quite valid, American history texts may present a picture that is slanted, distorted, and unfaithful to the events they are attempting to recapture.

If the reviewer of a textbook is to do an adequate job in examining American history textbooks in regard to their treatment of Negro Americans, then, he must not only be attentive to the accuracy of the facts themselves, but, further, must examine closely the presentation and interpretation of the facts. The historical accuracy of the textbook is contingent upon both of these factors.

But even further, history is not only more than the "facts" and the adequate ordering of the "facts;" it must also be seen as an interpretation of the past in terms of contemporary perceptions. The great Italian historian, Benedetto Croce, said that all history is contemporary history, meaning that history consists essentially of seeing the past through the eyes of the present and in the light of its problems; and a British historian has observed that "history is the historian's experience." In other words, it is "made" by no one but the historian himself, and to write history is the only way to "make" it. It seems apparent, then, that the history written by an historian at the turn of the century will be quite different from a history written in the 1930's, in the 1960's, or in the 1980's, not because the "facts" have changed, but because historians in different eras are writing from the viewpoint of very different milieus.

In conclusion, it can be said that in regard to historical accuracy a reviewer of textbooks must, first, not only be certain that the raw facts of the text are accurate and, second, that they are presented and interpreted in the light of available historical research; but also, third, that the historical account presented is in keeping with the perceptions, attitudes, and concerns of the times as they relate to human dignity. To write history textbooks today more in keeping with the tenor of the times of 1904 rather than 1968 is a form of "historical inaccuracy." And when this concept is applied to textbooks in regard to their treatment of black Americans, it can be said that if a book published in the mid-1960's deals with Negroes in the manner of a textbook published in 1925, then that book must be considered inaccurate and unacceptable. Thus, history that is considered to be adequate by professional historians does reflect the age in which it is written. And if it can be said that our contemporary society is deeply concerned with the problems of ensuring human rights for all people, then our history books and our textbooks should reflect this paramount social concern.

Realistic Treatment of the History of Minorities in America

Few, if any, textbooks in American history present the history of race relations in this country in a thoroughly realistic way. The reader of the textbooks gets the impression that this phase of American development has been marked by progressive harmony and has led up to a current situation that appears to be only slightly troubled. The point to be stressed here is that textbooks that present an idealized, almost romanticized view of America's past do not measure up to standards of historical accuracy. If they do not

include the conflicts, the problems, and the controversial issues involving minorities, they cannot be considered to be either realistic or accurate. In fact, by scholarly standards of judgment, they are poor historical works.

History should be presented in accordance with the best current historical research; and where our nation has sometimes failed to live up to its own ideals of democracy, these failures should not be glossed over or hidden away in historical closets. Indeed, particularly in American history textbooks--as distinguished from history written for the consumption of professional historians--such events should be discussed in terms of the disparity between democratic ideals and what actually occurred, for one role of a textbook is to give the student an understanding of the problems involved in applying the principles that underlie and guide a democratic society. It is not enough that textbooks be historically accurate and treat the subject realistically, they must also give the student a conception of his role in the American society. They must, therefore, reflect basic human values that are intrinsically a part of a democratic society.

To take a specific example, it is an indisputable fact that during the hundred years that followed the Civil War, black people were exploited economically and were consistently discriminated against in every sector of our society. Such facts should be discussed in textbooks. A textbook that extenuates this part of our history--or overlooks it entirely--is at fault not only because it idealizes the past and because it is historically inaccurate, but because it does not make use of historical events to show a failure to extend democratic principles to all segments of society. Students may learn from the failures of the past as well as from the successes.

In evaluating American history textbooks, a textbook selection committee may make use of certain criteria or guidelines. Following are listed some recommended general guidelines with subcriteria that relate specifically to Negro Americans:

A. Backgrounds of minorities in the United States

The textbook should:

1. Give an adequate account of highly developed cultures in Africa prior to the discovery of the New World.

2. Adequately depict the stark realities of the slave trade.

3. Describe the life of the slave of the "Old South" as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the "contented slave."

4. Show that in the decades immediately following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric; and it was only with the establishment of the rigid Jim Crow system following the Reconstruction Period that the development of a multiracial society was drastically reversed.

B. Inclusion of achievements, accomplishments, and contributions of minorities with specific mention of individuals being members of particular minorities.

The textbook should:

1. Cite the significant contributions made by Negro Americans in a diverse number of areas, rather than mention perfunctorily such figures as Crispus Attucks and George Washington Carver.

2. Point out to students that though Negro Americans have made many contributions in a number of areas of human endeavor, the number of different fields in which opportunities are open to them has been severely limited by social restrictions. Thus, Negro Americans have found it possible to succeed as entertainers and athletes, where openings were available and which, therefore, were often filled by outstanding Negroes; but such areas as corporate business, the professions, organized labor, and the skilled trades have been essentially closed to Negroes.

C. The struggle of minorities against opposing forces for freedom, human rights and equality of opportunity.

The textbook should:

1. Reveal that current research suggests that due to the oppressive, antidemocratic conditions under which they lived, and the inhumane treatment they often received, pervasive unrest existed among the slaves prior to their emancipation, and that this unrest was manifested in part by slave escapes and organized rebellions, such as the one led by Nat Turner.

2. Explicitly discuss the various social institutions and factors that kept, and are keeping, Negro Americans in a subservient position. In fact, no social institution is exempt from its share of the blame in keeping Negroes from partaking of their full rights as citizens.

3. Discuss the demonstrations and other manifestations of civil unrest that have occurred in the past and that are occurring today and describe the conditions that caused them.

4. Show the student that the black man's struggle for freedom, human rights, and equality of opportunity has been especially difficult because massive white retaliation against his struggle has been consistently supported by all of the major institutions of our society.

5. Include the views of well known civil rights leaders, both Negro and white leaders of the past and present, as well as the philosophies and programs of the various civil rights organizations.

D. Racism in contemporary urban society.

The textbook should:

1. Deal with the unique impact of enforced residential isolation on Negro Americans.

2. Discuss the problems of the exodus from the core cities of middle class white Americans, as well as the in-migration in those same communities of minorities.

E. The significance of social reform for all people.

The textbook should:

1. Discuss the broad significance of the current press for social reform by black people, not only in terms of Negroes, but in terms of all Americans with enforced disadvantages.

2. Show students that the contemporary spirit of social reform is not limited to America, but is an emerging social pattern throughout the world.

3. Stress that the current reform spirit is on-going and comes from a long and proud history.

The Concept of "Race"

Whatever scientific usefulness the concept of race may have had once has now been obscured, and today the term "race" is used more often with vague and ambiguous meanings than with precision. Indeed, the entire concept of race has such questionable validity, and the data related to this concept are of such a highly controversial nature, that even the use of the term itself is almost bound to be misleading; and even more serious, may often result in socially destructive outcomes. The program of genocide as carried out in Germany in World War II (Hitler's systematic extermination of millions of Jews because of alleged "inferiority") is perhaps the most hideous of all examples of how a totally erroneous concept of race has been used for inhuman purposes. And yet today, efforts are still being made to keep black people in a socially and economically inferior position on the basis of the erroneous belief that skin color is somehow related to "inferiority" and "superiority."

Thus, a textbook must handle the term "race" with great caution. In fact, the term probably should be used in the text as sparingly as possible. But,

above all, it is essential that the textbook avoid using the term in any way that would suggest to students that it is a scientifically sound one; and, further, it would do well to alert students to the idea that the concept has a socially destructive potential.

The Total Effect of the Textbook's Treatment of Minorities

In reviewing a textbook, it is not enough to examine the individual parts. The total effect of the book must also be analyzed--and perhaps this is the quality most difficult of all to specify in guidelines. And yet, since the holistic quality of the book is of such critical importance, a set of guidelines would be incomplete without a discussion of it.

First, a value system that makes explicit the dignity and worth of the individual should permeate the entire textbook. Such a value system should be implicit as well as explicit throughout the book--in the text itself, in the illustrations, in the captions, in the headings; and if the idea of the dignity and worth of the individual does indeed pervade the book, then minority populations as a whole or as individuals will not be depicted in a derogatory, sentimental, condescending or stereotypic manner. In other words, the textbook should present to the reader a value system which encourages the idea that regardless of ethnic background and social or economic condition, every human being has a right to be respected as an individual with intrinsic dignity and worth.

Scholars, with their extensive training, broad understanding, and highly developed critical skills, have traditionally been looked upon as men and women who can view affairs with a high degree of objectivity, perceptiveness, and sensitivity. Hence, the historian is in a position to do more than simply reconstruct the past; as a scholar, he can use the breadth of his knowledge and understandings to critically appraise historical events, as well as simply describe them. In fact, if the historian is writing textbooks, he has an obligation to do more than reconstruct the past for students. He must also present the past in terms of his critical and scholarly judgments. It has already been suggested that a writer of textbooks must reveal in his work a value orientation that is consistent with democratic principles. It can be said further that not only should the textbook reveal such a set of values, but also these values should be the basis for the author's critical appraisal of the events he discusses in his textbook.

A textbook, then, should freely point out to students that while some of the occurrences in our past and present clearly exemplify the value system that underlies the highest ideals of our society, other events are obviously not in accord with our Constitution and Bill of Rights. For example, where the textbook deals with slavery, it need not--in fact, should not--give an uncritical account which fails to point out that the very concept of one human being owning another human being as a piece of property is a flagrant violation of democratic principles. A textbook that chooses to present an uncritical account of slavery abrogates its responsibility to show the disparity between avowed principles of human freedom and actual practice. Slavery, along with any other part of our past that was a denial of human rights, should be described for what it was--an affront to human dignity.

In considering the total effect of the textbook, then, reviewers must evaluate the degree to which the book presents explicit interpretations of the value system of the society being portrayed and the extent to which these values are used as a basis for a critical review of historical events. Further, the total textbook should convey the idea that the genius of American society lies in part in the fact that it is pluralistic, having developed out of many different ethnic and religious groups and being made up of people with a great diversity of thought. The dynamic quality of American society is certainly due in some measure to its pluralistic nature. Societies seem to thrive on diversity in the same way that organisms do. It is vital, therefore, that students come to understand that their country is what it is largely on the basis of the contributions and accomplishments of a highly diverse populace; and throughout its pages, a textbook should not only make this clear to readers, but also should suggest that minorities contribute to this healthy diversity of their society. Too often, young people think of minorities as "problem people" rather than as vital and creative contributors. The textbook must stress that minorities are an essential aspect of the pluralism and diversity of our society, and, therefore, have contributed to its dynamic nature.

Further, the textbook should discuss minority populations as an integral part of the whole, rather than in appended sections, isolated entities, or parenthetical asides. Representative pictures should be included of minorities with recognizable ethnic features.

The total tone of the textbook should also reflect a humanized view of history; that is, a view that portrays the feelings of people. In regard to Negro Americans, for example, one anecdote that would lead the reader to a personal insight into how it felt to be a slave, or one statement from a contemporary Negro on what it is like to be Negro in America today, perhaps would be far more effective in helping young people to understand the social issues involved than lengthy philosophical expositions. Quotations from such Negro writers as James Baldwin, selections from William Styron's "The Confessions of Nat Turner," or vignettes chosen from diaries and journals written by Negro Americans are examples of works from which quotations can be drawn to humanize, and thus render more vivid, American history.

These, then, are elements that affect the totality of the textbooks, one might say its total "tone," and they are extremely important considerations in reviewing American history textbooks.

Guideline Summary for American History Textbook Selection

In order to be suitable for use in the schools of Michigan, an American history textbook should:

I. Be historically accurate

   A. The "facts" themselves should be correct.

   B. The facts should be interpreted fairly and in the light of current historical research.

   C. The historical accounts should be presented in keeping with the perceptions, attitudes, and concerns of the times.

II. Present realistically the accomplishments and contributions of minorities in the past and today. Specifically, this means that it should include discussion of:

   A. The backgrounds of minorities in America;

   B. The achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such;

   C. The struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity;

   D. Racism in contemporary urban society;

   E. The significance of social reform for all people.

III. Indicate that its authors have shown great caution in their use of the term "race."

IV. Through its total effect or tone, convey to the student certain values basic to the American system that are both implicitly and explicitly stated.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

One of the historians who was asked to review one of the American history textbooks in widespread use in Michigan said that the book's treatment of the Negro "exemplifies everything that must infuriate the intelligent Negro," and the other historians who reviewed other American history books widely used in the state made similar comments. Their reviews are filled, in fact, with such phrases as "misleading," "distorted," "a travesty on history," "inadequate," "grossly deficient," and so on. As might be expected, some of the textbooks were found by the historians to be somewhat more adequate than others. But without question, the historians' reviews as a whole leave one with the distinct impression that American history textbooks currently in use in Michigan fall far short of the criteria outlined in the Social Studies Textbook Act (Act. 127, P.A. 1966).

As serious as was the historians' criticisms of the American history textbooks, the Advisory Committee feels that it must add to the "view of the experts" its own interpretations and reactions, for over the nearly year-long period that it has met, it has shared in a learning experience of its own that has made each member more intensely aware not only of the inadequacies of American history textbooks in regard to their treatment of Negroes and other minorities, but also of the inadequacies of instructional materials in other curriculum areas. The historians have examined the books and written their reviews; but through its discussions and investigations, the Committee has become perhaps even more aware than the historians themselves of the dire implications of the findings presented in their reviews.

That the historians so generally found these books to be inadequate is in itself disturbing. But the Committee is even more disturbed by a system that permits the preparation and distribution of books that fall so far short of reasonable standards. Further, at a time when local, state, and national attention is being focused on the necessity of rooting out discrimination and segregation; when, as in the words of the Kerner Report, it is necessary for every American to develop new attitudes, new understandings, and a new will, the shortcomings of these textbooks can only be interpreted as a further contribution to the possibility of tragic consequences. There can be no question--this Committee feels--that the serious deficiences of these textbooks represent a formidable obstacle to the development of school curriculums that reflect this society's pluralism and multiracial and multiethnic character.

This Committee has worked together with a sense of the greatest urgency. It has discussed in detail alternatives for action. As is true of most committees, the present one did not always reach complete agreement on all questions. It discussed and debated the feasibility of such possibilities as state adoption of social studies textbooks, state reimbursement for the

purchase of these textbooks, and the preparation of instructional materials in this area; and while consensus was not necessarily reached on these and other questions, this does not mean that they should not be carefully examined by other persons as possible courses of action for the Department of Education.

But though there were differing opinions on many different courses of action, the Committee did not disagree on the importance of values in textbooks. Textbooks can and should make an important contribution to the betterment of our society by their implicit and explicit support of such basic American values as the belief in the dignity and worth of the individual, the inviolability of the human personality, and the belief in justice and equality of opportunity.

The Committee also unanimously agreed that this Report is relevant to all of the school districts in Michigan--not just to those that have large numbers of minority group students. In fact, it agrees with those who have observed that youngsters who attend schools that are entirely white and largely middle class are in a sense culturally deprived and are very much in need of textbooks and other instructional materials that are reflections of our pluralistic, multiracial, and multiethnic society.

In the opinion of the Committee, its findings require it to suggest action that can be taken by local districts as well as the State Board of Education to cope with the deficiencies in the social studies textbooks now in use and to exercise that leadership and initiative that will correct these conditions and hasten the development of instructional materials that will contribute positively toward that understanding which is essential if we are to be the society that is viable.

To this end, the Committee recommends the following courses of action:

Local boards of education should:

1. Review textbooks now in use in terms of the criteria presented in the Guidelines and discontinue the use of those publications that fall far short of these standards.

2. Adopt and implement local policy statements of commitment to the purchase and use of textbooks and other instructional materials that adequately and accurately include the achievements and accomplishments of Negroes and other minorities.

3. Begin or expand efforts to prepare staffs for the task of evaluating and choosing textbooks and other instructional materials in respect to this area of concern.

4. Overcome in part the present inadequacies of American history textbooks by using other instructional materials that more nearly meet the standards suggested by the Guidelines.

5. Limit the adoption period for social studies textbooks so that students will be using more recent editions, which may more adequately meet the standards of the Guidelines.

6. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.

The State Department of Education should:

1. Encourage the development of more adequate textbooks by submitting to textbook publishing companies copies of this Report with the specific request that these findings be used in preparing new American history textbooks.

2. Provide more assistance to local districts in the selection and use of textbooks and supplemental instructional materials dealing with the accomplishments and contributions of Negroes and other minorities.

3. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.

4. Review textbooks in other curricular areas to determine the progress being made in achieving fair treatment of Negroes and other minorities.

Teacher-education institutions should:

1. Develop or expand existing programs that will prepare future teachers not only to become more familiar with instructional materials that adequately present the contributions and accomplishments of minorities, but also to better understand the nature of our society's multiethnic, multiracial nature, both today and in the past.

The present statute is, in the opinion of this Committee, only a beginning. Much more needs to be done. In recognition of the urgency of the task and its potentials, we suggest that this activity be incorporated into the administrative structure of the State Department of Education to give it continuity and effective support.

From time to time, the Department may want to involve an advisory committee to review the guidelines that have been developed, to assist in assessing the progress that has been made and to make suggestions for further action. However, recognition of the importance of this task, both at the state level and at the local level, can be underscored more effectively, at least at the state level, by giving it recognition through incorporation in the structure of the Department with the assignment of the necessary personnel.

All of us in Michigan have a substantial stake in seeing to it that future reports clearly demonstrate that we have made significant progress in correcting the deficiencies noted in the survey and in better preparing our children to live in a multiracial, multiethnic world.

APPENDIX A

SELECTION OF TEXTBOOKS FOR REVIEW

Under Michigan law, the legal responsibility for textbook selection rests with local boards of education which are empowered to "select and approve the textbooks to be used by the pupils of the schools of its district on the subjects taught therein." The School Code requires persons, firms or corporations desiring to offer textbooks for sale in Michigan to register with the State Superintendent of Public Instruction and to enter into a written contract annually and to provide bond that these books will be sold at a uniform price throughout the state, such price to be no higher than the net price for such books elsewhere in the United States.

In complying with this law, textbook publishers at the request of the State Superintendent of Public Instruction have made available to the Department a copy of each textbook title listed in their registration statements. When Public Act 127 became effective in March, 1967, the Department knew that there were 4,400 different textbook titles offered for sale in Michigan, of which 660 were in the area of "social studies," when defined to include civics, economics, geography, government, psychology, sociology, U. S. history and world history. The Department did not have any information about the textbook titles adopted by Michigan schools--public, private, or parochial; therefore, to comply with the Act, the Department obtained information about textbook adoptions in the schools of the state, their titles and extent of use.

Because of the large number of titles and the range of subject matter areas included, the Social Studies Textbook Advisory Committee decided to give first priority to those textbooks in the field of American history. This was done for several reasons: First, American history is offered to a large number of pupils. Second, American history as a part of social studies, in the opinion of the committee, would be closely related to the Legislative intent as expressed in the Social Studies Textbook Act. Thus, the initial effort to review social studies textbooks was directed to an analysis of American history textbooks in use in Michigan schools.

To obtain an accurate portrayal of use, a request for information about textbook adoptions was submitted to a sample of school districts representing about 25 per cent of the total school population. An effort was made to see that this sample included small districts as well as large ones and that it was geographically dispersed.

As a check on the validity of this survey, letters were written to all of the social studies textbook publishers registered for sale of textbooks in Michigan asking them for information about textbook adoptions. Their replies--along with reports from the local districts--were used to determine which American history textbooks were to be included in this first review. These books are listed below:

Author	Title	Grade Level	Publisher	Date
Bragdon	History of a Free People	Secondary	Macmillan	1967
Canfield	Making of Modern America	Secondary	Houghton-Mifflin	1964
Cassner	Story of the American Nation	Secondary	Harcourt, Brace	1967
Eibling-King-Harlow	History of Our United States	Secondary	Laidlaw	1964
Eibling-King-Harlow	The Story of America	Secondary	Laidlaw	1965
Hammer	Exploring Our Country	Elementary	Follett	1965
McGuire	They Made America Great	Elementary	Macmillan	1964
Muzzey	Our Country's History	Secondary	Ginn	1965
Preston-Tottle	In These United States	Elementary	Heath	1965
Schwartz	Exploring American History	Secondary	Globe	1966
Todd-Curti	Rise of the American Nation	Secondary	Harcourt, Brace	1966
Wade-Wilder-Wade	History of the United States	Secondary	Houghton-Mifflin	1966

In the opinion of the Committee, a review of these 12 American history textbooks would give a picture of the treatment accorded ethnic and racial groups in the American history textbooks used in Michigan schools.

Having identified the American history textbooks most widely used in Michigan schools, the Social Studies Textbook Advisory Committee then addressed itself to the method by which these books should be reviewed against the standards set forth in the Social Studies Textbook Act. The Committee concluded that persons other than the Committee members themselves should review the textbooks to determine their fairness in recognizing the achievements and accomplishments of ethnic and racial groups and their consistency with acceptable academic standards. It recommended to the State Superintendent of Public Instruction that qualified professional historians specializing in American history could best perform this review function.

To assure objectivity in the selection of highly qualified scholars, the Committee recommended that several nationally known professional historians

be asked to nominate their colleagues for membership on the American history review panel. It was further proposed that each historian invited to serve on this panel be asked to review two American history textbooks, with the reviewers and the textbooks being matched on a random basis.

APPENDIX B

AMERICAN HISTORY REVIEW PANEL

The Social Studies Textbook Advisory Committee recommended to the State Superintendent of Public Instruction that professional historians specializing in American history be asked to review American history textbooks against the standards of the Social Studies Textbook Act as they relate to fair recognition of the achievements and accomplishments of ethnic and racial groups and their consistency with acceptable academic standards.

To assure objectivity in the selection of these historians, the Committee suggested that several nationally known professional historians nominate their colleagues for membership on the American History Textbook Review Panel.

Following this recommendation, the State Superintendent of Public Instruction invited Dr. Daniel J. Boorstin, Preston and Sterling Morton Professor of American History, University of Chicago, Chicago, Illinois; Dr. Richard Hofstader, DeWitt-Clinton Professor of American History, Columbia University, New York, New York; and Dr. Russell Nye, Distinguished Professor of English, Michigan State University, East Lansing, to nominate eight to ten of their historian colleagues for the American History Review Panel.

From the nominations thus made, six historians agreed to serve on the American History Review Panel. They are:

Dr. Ray Ginger, Wayne State University, Detroit

Dr. William Harbough, University of Virginia, Charlottsville, Virginia

Dr. John Higham, University of Michigan, Ann Arbor

Dr. Richard Storr, University of Chicago, Chicago, Illinois

Dr. Harold Woodman, University of Missouri, Columbia, Missouri

Dr. T. Harry Williams, Louisiana State University, Baton Rouge, Louisiana

Each of these historians was asked to review two of the American history textbooks identified in the survey. The reviewers and the textbooks were matched on a random basis. Chapter II of this Report summarizes their reviews.

APPENDIX C

Act No. 127
Public Acts of 1966
Approved by Governor
June 23, 1966

STATE OF MICHIGAN

73rd LEGISLATURE

REGULAR SESSION OF 1966

Introduced by Reps. Mrs. Ferguson, Bradley, Ryan, Dingwell, Homes, White, DelRio, Hood, Mrs. Young, McNeely, Mrs. Elliott, Kildee, Crim, Cater, Wurzel, Spencer, Suski, Gray, Goemaere, Edwards, Fitzgerald, DeMaso, DeStigter, Ford, Charron, Raap, Mrs. Symons, Petitpren, Slingerlend and Bennett

ENROLLED HOUSE BILL NO. 3088

AN ACT to amend Act No. 269 of the Public Acts of 1955, entitled "An act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to provide for registration of school districts, and to prescribe powers and duties with respect thereto; to provide for and prescribe the powers and duties of certain boards and officials; to prescribe penalties; and to repeal certain acts and parts of acts," as amended, being sections 340.1 to 340.984 of the Compiled Laws of 1948, by adding a new section 365a.

The People of the State of Michigan enact:

Section 1. Act No. 269 of the Public Acts of 1955, as amended, being sections 340.1 to 340.984 of the Compiled Laws of 1948, is amended by adding a new section 365a to read as follows:

Sec. 365a. Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall, consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective.

Effective date: March 10, 1967